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Presents the plan of the State Regents of Oklahoma for conducting a comprehensive statewide survey of higher education as a basis for developing immediate and long-range plans for improving the quality and effectiveness of higher education within the State. The study will encompass the 18 State institutions of higher education and other constituent agencies of the Oklahoma State system of higher education. Most of the data sought will center on the formally organized and operating programs of these colleges. In addition, the study will also include the 15 independent and municipal colleges and universities in the State, all of which have expressed a willingness to cooperate. To the extent feasible, the survey will also include the educational programs of proprietary and other trade, technical, and vocational schools in Oklahoma.

The plan reported here includes a study outline, showing the topics to be covered and assignments of priorities. The first priority was assigned to the compilation of data on educational planning and support of budget requests such as finance and budget building procedures, enrollments, admission and retention practices, and faculty salaries and needs. The second priority was directed to broadening the base of research in each of these areas to related topics identified in the study outline. As research in these areas is completed, additional studies will be initiated on educational programs and opportunities, utlilization and need for physical facilities, adult education, technical education, and specialized professional curriculums.

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ORGANIZATION AND PLAN — REPORT I

Self Study of Higher Education in Oklahoma

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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STATE CAPITOL — OKLAHOMA CITY

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ORGANIZATION AND PLAN

for the

Self-Study of Higher Education in Oklahoma

Prepared by

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for the

Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

January, 1962

FOREWORD

Today, as never before, Oklahoma colleges and universities are facing challenges of immense proportion. Enrollments will rise rapidly during the sixties, possibly doubling by 1975. Equally important to the challenge of providing higher education opportunities for increasing numbers of college-bound youth is the emerging challenge for improving the quality of higher education. The future of Oklahoma will be greatly influenced by the decisions which are made, or which are not made, in the next few years regarding these problems.

As the coordinating board of control of the State System, the Oklahoma State Regents for Higher Education are undertaking a comprehensive, state-wide study of higher education. On the basis of findings of this study, planning for improving the quality and effectiveness of Oklahoma higher education, both immediate and long-range, will be accomplished.

This document presents the State Regents' plan for conducting the state-wide self-study. The plan has been cooperatively developed by the research staff, presidents of Oklahoma colleges and universities, and the State Regents, with the counsel and advice of a general consultant, Dr. Norman Burns of the North Central Association of Colleges and Secondary Schools, and representatives of the United States Office of Education.

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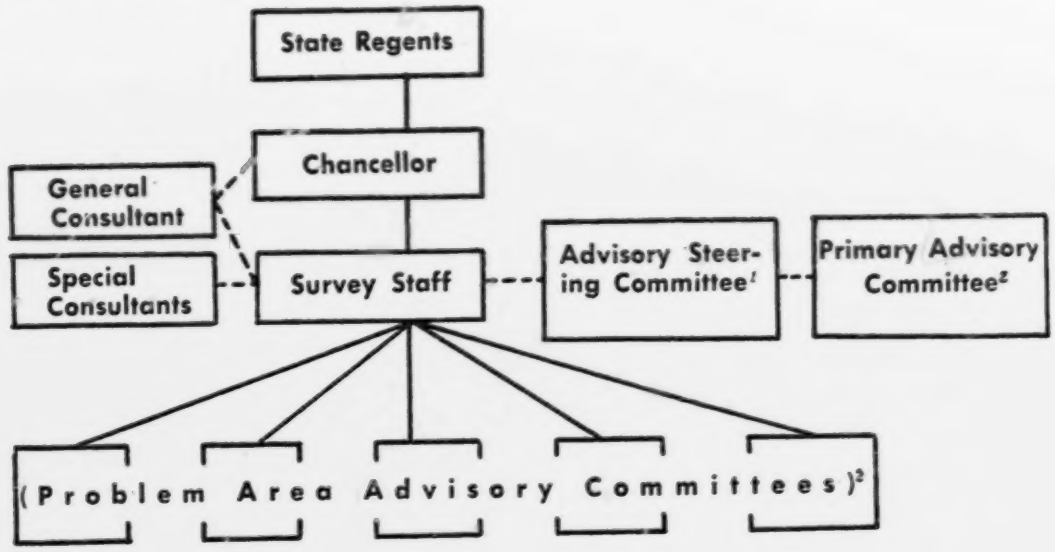
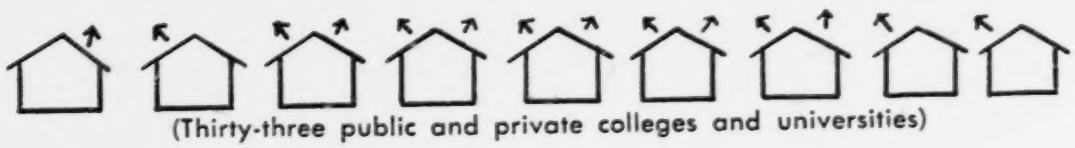
ORGANIZATIONAL CHART FOR THE OKLAHOMA SELF-STUDY OF HIGHER EDUCATION





(Thirty-three public and private colleges and universities)

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[1] Composed of five presidents representing institutions in the Oklahoma State System of Higher Education and two presidents representing independent and municipal colleges and universities in Oklahoma.

[2] Composed of the presidents of the eighteen institutions in the Oklahoma State System of Higher Education and five presidents representing independent and municipal colleges and universities in Oklahoma.

[3] Composed of individuals selected from faculty and staff personnel in the thirty-three public, independent, and municipal colleges and universities in Oklahoma; and from governing boards of institutions.

BACKGROUND

Oklahoma, like many states, is witnessing an upsurge of interest in the problems and needs of education beyond the high school and the importance of sound, state-wide planning to meet these needs. Educators, legislators, and the public alike recognize the need for a systematic study to obtain data essential to long-range planning. This growing awareness of the importance of higher education to the future development and growth of the State is acknowledged by the Twenty-Eighth Oklahoma Legislature in the following words:

> . . . it is the conviction of the legislature that to meet the challenge of this new world in public higher education in Oklahoma, and in consideration of expanding enrollments which are expected to double by 1970 with the obvious need for additional facilities, additional instructional staff, discovery of new and improved techniques of instruction and research, studies of the Oklahoma State System of Higher Education in every area of its responsibility should be initiated and vigorously pursued.[1]

Article XIII-A of the Constitution of the State of Oklahoma provides that the Oklahoma State Regents for Higher Education shall constitute the coordinating board of control of the State System. Among its duties is the compilation and analysis of information about higher education which is essential to state-wide planning and coordination. Recognizing this, the Legislature further expressed itself to the effect that the State Regents could best make the study and

[1]Section 5, Paragraph 4, *House Bill No. 553*, Twenty-Eighth Oklahoma Legislature.

appropriated funds for this purpose. The Regents met promptly to consider the Legislature's request and on July 31, 1961, authorized the higher education study and directed the Chancellor to proceed immediately to organize for its accomplishment.

Following is the State Regents' plan for conducting the state-wide self-study of higher education in Oklahoma. This plan has been cooperatively prepared by the research staff, presidents of Oklahoma colleges and universities, and the State Regents with the counsel and advice of a general consultant, Dr. Norman Burns of the North Central Association of Colleges and Secondary Schools, and representatives of the United States Office of Education. The plan may, of course, be expanded as the study progresses.

PURPOSES AND OBJECTIVES

Following are the purposes and objectives of the State Regents' self-study of higher education in Oklahoma:

General Purposes

1. To identify the needs of the people of the state for education beyond high school.
2. To make an inventory and analysis of resources—programs, staffs, finances, and facilities—now available for meeting the needs of higher education.
3. To determine ways in which present resources and possible additional resources that may be required may be best used to achieve objectives of higher education in Oklahoma.

4. To inform the Governor, the Legislature, and citizens of the state about the problems and needs of Oklahoma higher education and about recommendations for improving its quality and effectiveness.

Specific Objectives

1. To formulate a sta ement of goals for Oklahoma higher education.
2. To develop uniform *inter-institutional* definitions and reporting procedures in order that comparable data on enrollments, programs, finances, facilities, and other aspects of higher education can be obtained which are basic to state-wide analysis and planning.
3. To describe in as much detail as possible the characteristics of higher education in Oklahoma and of the individual institutions.
4. To analyze higher education enrollment trends in Oklahoma and estimate future enrollments.
5. To study existing student admission, retention, and graduation policies and practices, and appraise possible need for changes.
6. To study and determine possible ways of improving budget building procedures and methods of allocating state appropriations.
7. To project the extent of probable financial needs of higher education from the present to 1975.
8. To inventory higher education opportunities in Oklahoma; determine what programs are not available; identify those programs which are available but inadequate; and study the extent of unnecessary duplication.
9. To study ways of selecting, retaining, and more effectively utilizing higher education faculties.
10. To appraise the adequacy in quantity and quality of present institutional facilities and examine ways to utilize physical plants more effectively.
11. To aid each institution in better understanding itself and its role in higher education, and encourage continued improvement in the quality and effectiveness of institutional programs and services.

SCOPE OF THE STUDY

Officially, the study will encompass the eighteen state institutions of higher education and other constituent agencies of the Oklahoma State System of Higher Education. Most of the data to be obtained will, therefore, center on the formally organized and operating programs of these colleges.

However, to provide as full a picture as possible of the situation in all Oklahoma higher education, the study will also include the fifteen independent and municipal colleges and universities in the state. All have expressed their interest and willingness to participate in the study. To the extent feasible, the study will also include the educational programs of proprietary and other trade, technical, and vocational schools in Oklahoma. Outcomes from the analysis of the additional data thus compiled will be reported wherever they appear to be pertinent.

While much emphasis will be placed on obtaining quantitative data about higher education problems and needs in Oklahoma, analysis of these data will provide many implications for qualitative as well as quantitative improvements. On the basis of information obtained in the self-study, planning for improving the quality and effectiveness of Oklahoma higher education, both immediate and long-range, will be accomplished.

Major Problem Areas: Following are the seven major problem areas included in the total study and sub-topics which indicate the kinds of data that will be obtained:

I. Functions and goals of Oklahoma higher education

A. Present establishment for higher education

1. Present functions of institutions
   a. State universities
   b. State senior colleges
   c. State junior colleges
   d. Independent universities and senior colleges
   e. Independent and municipal junior colleges
2. Recommendations

B. Goals of Oklahoma higher education

1. Present goals
   Recommended goals

C. State responsibility regarding regional and national goals for higher education

II. Control and administration

A. Constitutional and Statutory provisions for the State System

1. The Oklahoma State Regents for Higher Education
   a. Powers and duties
   b. Appraisal of organization and procedures
2. The Governing Boards—their composition, organization, and functions
   a. Board of Regents of the University of Oklahoma
   b. Board of Regents for the Oklahoma Agricultural and Mechanical Colleges
   c. Board of Regents of Oklahoma Colleges
   d. Regents of the Oklahoma College for Women
   e. Board of Regents of the Oklahoma Military Academy
   f. Board of Regents of the Northern Oklahoma Junior College

3. The institutions and other constituent agencies
   a. Administrative organization
   b. Role of faculty in administration

B. Independent and municipal colleges and universities

C. Other forces that affect Oklahoma higher education

1. Intra-state forces
   a. The legislature
   b. Alumni groups
   c. Public schools
   d. Other

2. Regional and national forces
   a. Regional and national associations
   b. Federal government agencies
      (1) Contract research
      (2) Other activities
   c. Foundations and private agencies
      (1) Contract research
      (2) Other activities
   d. Others

D. Strengthening and improving control and administration

III. Higher education enrollments and projections

A. Oklahoma population distribution and trends

B. Economic trends and prospects

C. Geographic origin of students

1. First-time-entering freshman
2. Undergraduate enrollments
3. Graduate enrollments

D. Institutional and state-wide enrollment trends

1. Distribution and trends by:
   a. Level of instruction
   b. Resident and non-resident status
   c. Age groups
   d. Program areas

2. Proportion of high school graduates who go to college
3. Factors influencing college attendance

E. Student recruitment practices

F. Admission policies and practices

1. Characteristics of student bodies
   a. Academic
   b. Socio-economic
   c. Age
   d. Geographic
   e. Other

G. Retention policies and practices

1. Attrition
   a. Institutional
   b. Geographic
   c. State-wide
2. Factors affecting attrition
3. Follow-up of drop-outs
4. Inter-institutional transfers

H. Graduation policies and practices

1. Graduation requirements
2. Number of degrees conferred
   a. By level
   b. By program area
3. Follow-up of graduates

I. Higher education enrollment projections to 1975

1. Previous forecasts
2. Survey staff projections
   a. Assumptions
   b. Projections

J. Policy implications

IV. Higher education opportunities and needs

A. Scope of educational opportunities available

1. Degree-credit programs

a. Less than bachelor's degree length
b. Bachelor's and First Professional Degrees
c. Graduate education

2. Adult and continuing education opportunities and needs
3. Technical and vocational training opportunities and needs

B. Unnecessary duplication

1. Instructional programs
2. Research
3. Extension and public service programs
4. Trends in proliferation

C. Programs not available or not now adequate

1. State-wide gaps
2. Geographic gaps
3. Geographic and state-wide demand for programs not available or not adequate
   a. Activities of non-college bound high school graduates and high school drop-outs
   b. Matriculation in out-of-state colleges
4. Alternatives for meeting needs

D. Summer school programs

E. Policy implications regarding opportunities and needs

V. Selecting, retaining, and utilizing faculties and administrative personnel

A. Faculty characteristics

1. Age
2. Sex
3. Rank
4. Academic preparation
5. Experience

B. Salary comparisons of part-time and full-time personnel

1. By teaching level
2. By rank and position

3. By function
4. Inter-institutional comparisons
5. Interstate salary comparisons
6. Faculty income from released time activities

C. Teaching loads and class size
   1. Student-credit-hour production per full-time faculty
   2. Average class size
      a. By level
      b. By subject-field
   3. Instructional salary costs per student-credit-hour produced
      a. By level
      b. By subject-field
   4. Average credit hours teaching each semester per full-time-equivalent faculty member
      a. By level
      b. By subject-field

D. Non-teaching duties and responsibilities

E. Extent of and reasons for faculty turnover

F. Sources of faculty supply
   1. Problems in recruiting competent faculty members
   2. Extent of inbreeding

G. Research and experimentation in improving faculty utilization
   1. Current research
   2. Possible new approaches
   3. Implications for Oklahoma institutions

H. Administrative and staff personnel
   1. Number of full-time and part-time personnel
   2. Salary costs and comparisons

I. Projections of faculty needs for Oklahoma
   1. Assumptions
   2. Projections

J. Policy implications

VI. Physical facilities for higher education

A. Inventory of existing land and buildings
   1. Quantitative
   2. Qualitative

B. Space utilization
   1. Utilization standards
   2. Classroom utilization
   3. Laboratory utilization
   4. Office and other service space

C. Student capacities of exisiting physical plants
   1. For Educational and General Purposes
   2. For student activities and auxiliary enterprises (self-liquidating properties)

D. Improving space utilization
   1. Scheduling practices
   2. Extended day
   3. Extended week
   4. Year-round use of plant

E. Trends in expenditures for capital outlay
   1. For Educational and General Purposes
   2. For student activities and auxiliary enterprises

F. Methods of financing physical plant needs in Oklahoma
   1. For Educational and General Purposes
      a. State-wide bond issues
      b. Legislative appropriations
      c. Section 13 funds
      d. New College funds
      e. Gifts and grants
      f. Other
   2. For student activities and auxiliary enterprises
      a. Revenue bond issues
      b. Sales and services

c. Special charges for individual services
d. Gifts and grants
e. Other

G. Projected physical plant needs and costs
   1. For Educational and General Purposes
   2. For student activities and auxiliary enterprises
   3. Priorities

H. Policy implications

VII. Financing current operating costs of higher education in Oklahoma

A. Pattern of income and expenditures for Educational and General Purposes
   1. Income trends by source
      a. State appropriations
      b. Federal funds
      c. Gifts and grants
      d. Other funds
         (1) General fees
         (2) Non-resident fees
         (3) Special charges for individual services
         (4) Sales and services
   2. Expenditure patterns by function
      a. Administration and General
      b. Instruction
      c. Extension
      d. Organized research
      e. Libraries and museums
      f. Plant operations and maintenance

B. Pattern of income and expenditures for externally financed research

C. Pattern of income and expenditures for extension and public service programs

D. Instructional salary costs
   1. Per full-time-equivalent student
   2. Per student-credit-hour

E. Budget building procedures for the State System
   1. Preparation of budget requests
   2. Allocation of state appropriations
   3. Relation of state appropriations to higher education requests
   4. Alternatives for improving budget building procedures and for allocating state appropriations

F. Projected operating costs for higher education

G. Student costs for higher education
   1. General fees
   2. Non-resident fees
   3. Special charges for individual services
   4. Books and supplies
   5. Room and board costs
   6. Other student costs

H. Student assistance programs
   1. Analysis of present programs
      a. Scholarships
      b. Student loan programs
      c. Student employment
      d. Grants-in-aid
      e. N.D.E.A. program
      f. Other
   2. Future needs

I. Policy implications

CONDUCT OF THE STUDY

The study will be accomplished on a state-wide self-study basis by the Oklahoma State Regents for Higher Education with the assistance of their staff, the General Consultant, the presidents and staffs of institutions in Oklahoma Higher Education, and such special consultants as are subsequently engaged. Following are the primary responsibilities of each of the several groups and individuals who will be actively involved in the study.

Oklahoma State Regents for Higher Education: Article XIII-A of the Constitution of the State of Oklahoma, adopted by the people in 1941, created the Oklahoma State System of Higher Education. This same amendment also created the Oklahoma State Regents for Higher Education as the coordinating board of control for the State System. The principal duties and responsibilities of the State Regents as set out in the Constitution and Statutes include: (1) prescribing standards of higher education at each institution; (2) determining the function and courses of study in each institution; (3) granting degrees and other forms of academic recognition for completion of prescribed courses of study; (4) recommending higher education budget allocations to the Legislature and allocating funds appropriated by the Legislature; and (5) determining the fees for all institutions of the system.

As the coordinating board of control of the State System, the State Regents will be responsible for general supervision and control of the study, employing such personnel as may be required to conduct the study, approving the final study plan, periodically reviewing and evaluating progress, and approving the

final recommendations and reports. Also, the State Regents will take action which it deems appropriate to implement recommendations and direct to other agencies and groups those recommendations which should appropriately be dealt with by them.

The Chancellor: As the chief executive officer of the State Regents, the Chancellor shall recommend the employment of a research staff, provide general supervision and leadership for the study as a whole, and represent the State Regents to the public, the Legislature, the press, and such other groups as may be interested in the organization and progress of the study.

Research Staff: The research staff, under the direction of the Coordinator of Research, will be immediately responsible for preparing a plan for conducting the state-wide self study, developing data-gathering instruments, compiling and analyzing data, preparing and submitting preliminary staff reports, and writing final reports. The Coordinator of Research also will be responsible for organizing and directing the work of Problem Area Advisory Committees, securing Problem Area Special Consultants, consulting closely and frequently with the Chancellor, and reporting regularly to the State Regents as the study progresses.

General Consultant: Dr. Norman Burns, Executive Secretary of the North Central Association of Colleges and Secondary Schools, has agreed to be the General Consultant for the Oklahoma self-study of higher education. Dr. Burns will provide professional guidance and counsel regarding the organization and plan for the study, employment of staff and special consultants, conduct of the study, and review and evaluation of findings, conclusions, and recommendations.

Primary Advisory Committee: The Primary Advisory Committee to the research staff will be composed of the presidents of the eighteen institutions in the State System, and five presidents representing the independent and municipal colleges and universities in Oklahoma. The Primary Advisory Committee will meet periodically to advise the research staff regarding plans for conducting the study, to review preliminary staff reports, to evaluate findings and conclusions, and to assist in formulating preliminary recommendations.

Advisory Steering Committee: An Advisory Steering Committee, composed of five presidents representing institutions in the State System and two presidents representing independent and municipal colleges and universities in Oklahoma, will provide preliminary review of matters to be brought before the Primary Advisory Committee. In addition, the staff may invite specialists from college and university faculties to meet with the Advisory Steering Committee.

Problem Area Advisory Committees: From the roster of names submitted by the presidents of all Oklahoma colleges and universities, the Coordinator of Research will appoint such advisory committees as in his judgment are needed in the conduct of the study. These committees will be responsible to assist the research staff in identifying available resources of data, developing questionnaires and report forms, and evaluating preliminary findings. Problem Area Advisory Committees will be dissolved as their work is completed.

Problem Area Special Consultants: Special consultants may be employed by the State Regents for research of a highly technical nature such as the utilization of campus facilities, the need for and cost of establishing specialized professional

programs such as dental education, and other similar problems. Also, special consultants may be engaged to provide counsel and advice regarding analysis of findings, conclusions, and recommendations.

Colleges and Universities: The president of each public and private college and university will be responsible for supplying the names of faculty and staff personnel who are interested in and are willing to serve on Problem Area Advisory Committees, and for securing institutional cooperation and participation in gathering data. The faculty and staff of each college will be responsible for completing and returning such questionnaires and other forms as are needed in compiling data in connection with the state-wide self-study. While every effort will be made by the research staff and advisory committees to check the validity of data, the primary responsibility for accuracy will fall upon each institution.

A major purpose of the state-wide self-study is to aid each institution to better understand itself and to find ways in which present and possible additional resources may best be used to achieve the goals of higher education. Responsibility for applying many of the findings, conclusions, and recommendations will rest with the governing boards, presidents, and faculties of the several colleges.

Other Groups and Agencies: The Governor, the State Legislature, governing boards of colleges and universities, presidents, educational organizations and agencies, and other groups and individuals interested in Oklahoma higher education will be used as a sounding board, particularly as to the goals for higher education in Oklahoma.

PRIORITIES

It is anticipated that the greater part of the study will be accomplished by Oklahoma people, with outside help brought in when highly technical assistance is not otherwise available. While the "self-study" approach should result in sounder and more acceptable conclusions and recommendations, it must be recognized that more time will be needed to complete a study when large numbers of people are involved. For this reason and because of the breadth and depth of the proposed study plan, it is desirable to set up priorities to guide the research staff in conducting needed research.

Of first priority is the compilation of data needed for educational planning and support of budget requests that will be made to the Twenty-Ninth Oklahoma Legislature. These data will include finances and budget building procedures, enrollments by grade level and by origin, admission and retention practices, and faculty salaries and needs.

Second priority will be given to broadening the base of research in each of these areas to related topics identified in the study outline. As research in these areas is completed, additional studies will be initiated on educational programs and opportunities, utilization and need for physical facilities, adult education, technical education, and specialized professional curricula.

PROCEDURES

The Oklahoma study of higher education will involve three major phases or tasks as follows:

Data Gathering: The first task will be to obtain and compile ~~the~~ data ~~that will be obtained~~ on each of the identified problem areas. These basic data will be gathered largely by three means: (a) review and analysis of available documentary resources such as laws, college catalogs, previous studies and reports on Oklahoma higher education, and minutes and other records of the Oklahoma State Regents; (b) questionnaires and other report forms prepared by the survey staff and completed by Oklahoma institutions of higher education; and (c) on-the-spot visits, interviews, and observations of the research staff and special consultants. In addition to compiling data on Oklahoma institutions, data will be obtained on other state systems of higher education and on individual institutions located outside the state which are comparable in size, function, and program with Oklahoma colleges.

Analysis: The second task will be to analyze and interpret the data and prepare a series of preliminary staff reports which present findings and preliminary conclusions drawn from the data. Preliminary staff reports will be reviewed and discussed with special consultants, Problem Area Advisory Committees, Advisory Steering Committee, Primary Advisory Committee, Chancellor, State Regents, and such other interested groups, agencies, and individuals as the State Regents may wish to include. Final staff reports will subsequently be prepared and submitted to the Oklahoma State Regents for Higher Education for their review and approval.

Reports: The third task will be to prepare, print, and distribute a series of reports on the problem areas. There will be two parts to the reporting. The

first will be a single, inclusive report on findings of the study dealing with the areas identified in phase one of the tasks to be performed. It is anticipated that this report, which will deal chiefly with information pertinent to budget planning and preparation, will be completed, printed, and ready for distribution by November, 1962. Secondly, more comprehensive reports will be prepared which will present in detail the findings, conclusions, and recommendations in each of the major problem areas of the study. These reports will be printed and distributed widely throughout the state as they are completed.

USE OF FINDINGS

The really important aspect of the self-study is what subsequently happens regarding the improvement of Oklahoma higher education. Efforts to evaluate quality necessarily involve the compilation and analysis of quantitative data on factors which affect quality, such as preparation and experience of faculty, number and type of students, programs of study, administrative organization, facilities, and finances, to mention a few. Data on these, as well as knowledge of how other states deal with problems in like situations, should suggest guidelines for improving Oklahoma higher education.

On the basis of this information, conclusions will be drawn as to possible changes needed for improving the quality and effectiveness of Oklahoma higher education; and it is hoped that actions will be taken by appropriate boards, institutions, and other agencies to design and implement programs for carrying out sound recommendations which may come from the self-study.

COORDINATION OF EFFORT

Since the self-study must be conducted in conjunction with the on-going program of each college, every effort will be made by the staff to gather data and use institutional personnel in such a manner as will minimize the amount of time and work required of individual faculty and staff members.

The successful accomplishment of the study, and particularly the completion of the first phase by the target date of November, 1962, can be achieved only with the cooperative effort of the administration and faculties of participating colleges, the governing boards, and the research staff alike. With the continued interest and cooperation of these groups, the study should prove to be of maximum value in the continuing effort to improve the quality and effectiveness of higher education in Oklahoma.